Kentucky Board of Education STRATEGIC PLAN

By Terry Holliday, Ph.D. Education Commissioner

October 6, 2010



Our Vision:



Every child proficient and prepared for success



What does "prepared for success" mean? College and career ready

College readiness: Knowledge and skill set a student needs in order to succeed in a credit-bearing course at a postsecondary institution; to complete entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses.

What does "prepared for success" mean?

College- and Career-Ready

▶ Career readiness: Having the core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills that are essential in any career area such as critical thinking and responsibility; and technical, job-specific skills related to a specific career pathway.

KBE Strategic Plan Priorities

Next Generation Learners

Next Generation Professionals

Next Generation Support Systems Next Generation Schools/Districts









OBJECTIVES

- All students perform at or above proficiency and show continuous improvement (achievement/growth).
- ▶ All students succeed (gap closure).
- ► Every student graduates from high school (graduation).
- Every student graduates high school college/career-ready (readiness).







STRATEGIES

- ▶ Develop and adopt Kentucky Core Academic Standards in English/LA and mathematics.
- Develop and adopt new standards in science, social studies, world languages and technology.
- Develop and disseminate a model curriculum framework.
- Establish and support Leadership Networks.
- Create and implement a new balanced assessment and accountability system.
- ▶ Implement the KDE/CPE Unified College/Career Readiness Plan.
- ▶ Develop and implement a School Readiness Plan.
- ▶ Implement Commissioner's Raising Achievement/Closing Gaps Council Recommendations.





INDICATORS/TARGETS Achievement/Growth

Indicator: By 2015, improve the

percentage of students performing at or above basic on the National Assessment for Educational

Progress (NAEP) in 4th- and 8th-grade reading to rank in the top 20 states nationally.

4th-grade reading

Baseline: 72 (2009) Rank: 11

2-year target: 73

6-year target: 75

8th-grade reading

Baseline: 79 (2009) **Rank:** 16

2-year target: 80

6-year target: 82





INDICATORS/TARGETS

Achievement/Growth

Indicator: By 2015, improve the percentage of students performing at or

above basic on the National Assessment for Educational Progress (NAEP) in 4th- and 8th-grade mathematics to rank in the top 20 states nationally.

4th-grade mathematics

Baseline: 81 (2009) Rank: 32

2-year target: 83

6-year target: 85

8th-grade mathematics

Baseline: 70 (2009) Rank: 33

2-year target: 72

6-year target: 76



INDICATOR/TARGETS

Gap Closure

Indicator: By 2015, decrease the

gap* by 50% on the National Assessment of Educational Progress (NAEP) combined reading and mathematics scores for 4th- and 8th-grade students.

4th Grade

Baseline: 16 pt. Gap (2009)

2-year target: 13

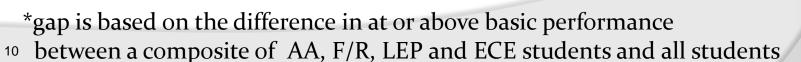
6-year target: 8

8th Grade

Baseline: 18 pt. Gap (2009)

2-year target: 15

6-year target: 9





INDICATOR/TARGETS

Graduation Rate

Indicator: Increase the Averaged Freshman Graduation Rate (AFGR)* to 90% by 2015 (in equal increments

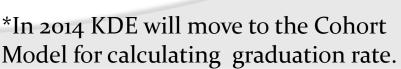
each year).



1-year target: 78%

5-year target: 90%







INDICATOR/TARGETS

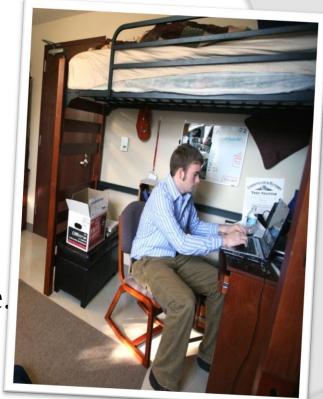
College/Career Readiness

Indicator: By 2014, increase by 50% (in equal increments each year) the percentage of students who are college/career-ready as measured by the High School Graduate College/Career Readiness Percentage.

Baseline: 34% (2010)

1-year target: 42.25%

4-year target: 67%





Next Generation Professionals

OBJECTIVE

▶ Every student is taught by an effective teacher; every school led by an effective leader.





Next Generation Professionals STRATEGIES

- ▶ Develop and implement common teacher and leader professional growth/evaluation system (based on a continuous improvement model that includes multiple measures of student achievement).
- ▶ Develop and implement a plan to ensure equitable distribution of effective teachers and leaders.

▶ Collaborate on improvement of effective principal/teacher preparation programs.



▶ Implement Teach for America in eastern Kentucky (30 placements by 2011-12).

Create statewide strategy for ongoing professional learning experiences and supports for principals and teachers.

Next Generation Professionals

INDICATOR/TARGETS

Indicator: By 2015, increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ____ % (to be computed after baseline is set).

Baseline: TBD (summer 2012)

1-year target: Develop and field test models for measuring effective teachers and leaders.

5-year target (Teachers):____% of districts will have

⁻% effective teachers (to be computed after baseline is set).

5-year target (Leaders):____% of districts will have ____% effective leaders (to be computed after baseline is set).



OBJECTIVE

Use data to inform decision making as well as teaching and learning.



STRATEGIES

- ▶Implement the Teaching, Empowering, Leading and Learning (TELL) Kentucky Survey.
- ▶Implement Program Reviews in arts, PL/CS and writing.
- Improve access to and relevance of state data (KSLDS).
- ▶Use data to improve instruction: Continuous Instructional Improvement Technology System (CIITS).
- Monitor ongoing PD experiences/supports on the accurate collection, timely reporting and use of data.



INDICATORS/TARGETS

Indicator: By 2015, increase the percentage of teacher/leader satisfaction to ____% as measured by the Teaching, Empowering, Leading and Learning (TELL) Kentucky Survey.

Baseline: TBD (2011)

1-year target: Survey completed by 60% of active teachers and principals.

5-year target: Top 10% of states in teacher and principal satisfaction.





INDICATORS/TARGETS

Indicator: By 2015, increase the percentage of distinguished programs in the arts, PL/CS and writing to ____% as measured on Program Reviews (to be computed after baseline is set).

Baseline: TBD (2012)

1-year target: Implement pilots that effectively identify proficient and distinguished school programs in the arts, PL/CS and writing.

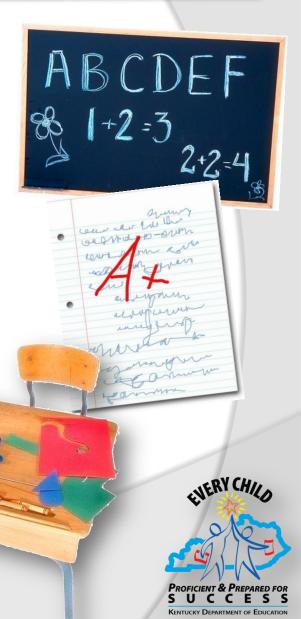
5-year target: _____% of districts will have _____% distinguished programs (to be computed after baseline is set).

PROFICIENT & PREPARED FO.

OBJECTIVE

All schools and districts are effective.



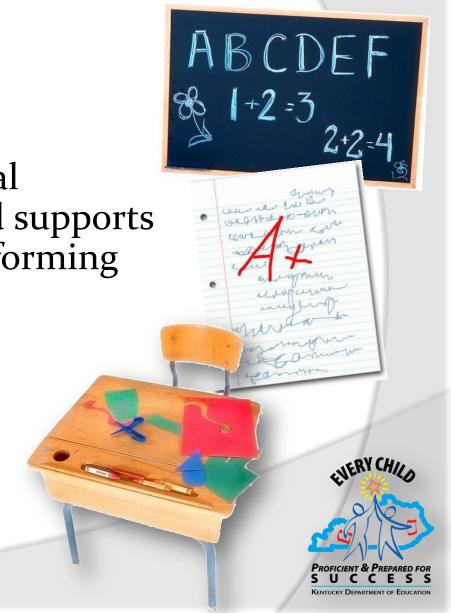


STRATEGIES

Implement District 180 support system.

Provide ongoing professional learning experiences on and supports for turning around low-performing schools.

Implement education innovations through the Innovation Continuum (i.e., P20 Innovation Labs, 21st-century skills, expanded access to virtual learning).



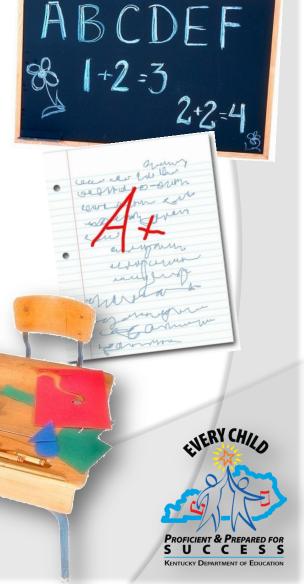
INDICATOR/TARGETS

Indicator: Increase the % of schools/districts rated at or above standard by ____% on the School/District Report Card (to be computed after baseline is set).

Baseline: TBD (2012)

1-year target: Revise school/district report cards to align with KBE strategic plan and ESEA reauthorization.

(Continued)



INDICATOR/TARGETS

5-year target (Schools):

____% of schools will rate at or above standard on the revised school report card (to be computed after baseline is set).

5-year target (Districts):

____% of districts will rate at or above standard on the revised district report card (to be computed after baseline is set).



Strategic Process Development for KDE Support and Guiding Processes



KDE Support and Guiding Processes

OBJECTIVES

▶ KDE support and guiding processes are effective and efficient.

▶ KDE fully complies with federal and state regulations and requirements.



KDE Support and Guiding Processes

STRATEGIES

- Develop and implement a new school facility classification system.
- Develop and implement new Child Nutrition reimbursement software.
- Develop and implement a comprehensive communications plan for SB1 and KBE/KDE strategic plan.
- ▶ Develop and implement support processes for Innovation Continuum.
- ▶ Revise comprehensive district/school planning process to be more effective and efficient.
- Develop and implement comprehensive district/school audit process for state and federal programs focused on teaching and learning.
- Improve cycle time for the legislative review process.

KDE Support and Guiding Processes

INDICATORS

School facility classification system implemented and all school buildings evaluated by June 30, 2012.

New Child Nutrition claims system implemented and sponsors trained by June 30, 2012.

▶ Comprehensive planning and audit processes presented to KBE by February 2011.

Cycle time for proposed legislation review will be reduced by 50% during 2011 General Assembly.



"Vision without action is merely a dream.

Action without vision just passes the time.

Vision with action can change the world."

--Joel Barker

Corporate Consultant











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